



Governing Iowa's Public Universities

In accordance with Board of Regents policy 3.20, the following required information is available below:

Fall 2026

I. Course title and number as designated in the institutional course catalog

EDUC 2334-01 Language Teaching Methods I

II. A course description including learning objectives that students are expected to achieve by the end of the course

A. Course Description:

Students will recognize, practice, and reflect on a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan and differentiate instruction for a wide variety of diverse students. Students will engage in curriculum design informed by their discipline and content standards, infusing technology to support specific learning goals. The corequisite internship course will support and extend the learning in this course. Prerequisite(s): Admission to Teacher Education.

Corequisite(s): EDUC 2434. (Fall, Spring, Summer)

B. Course Level Learning Objectives:

By the end of the semester, students will be able to:

1. Apply theory to practice in language teaching and learning.
2. Identify classroom management strategies.
3. Use different instructional techniques to support world language learning.
4. Design L2 activities using a variety of instructional strategies.

III. A general outline of the topics to be covered throughout the course:

Language teaching methodologies, learner factors, learning settings, classroom management, lesson planning, assessment, and design of classroom activities

IV. List of required textbooks, readings, and other materials necessary for the course

1. Larsen-Freeman, D. & Anderson, M. (2015). *Techniques and principles in language teaching*. Oxford University Press.
2. Horwitz, E. (2020). *Becoming a language teacher. A practical guide to second language learning and teaching*. Castledown.
3. TESOL International Association, (2018). *The 6 principles for exemplary teaching of English learners: Grades K-12*. Alexandria, VA: Author.

Readings:

<https://www.legis.iowa.gov/docs/iac/rule/281.83.3.pdf>

<https://educate.iowa.gov/pk-12/standards/academics/21st-century-skills>

<https://www.ascd.org/el/articles/the-key-to-classroom-management>

<https://www.wgu.edu/blog/15-tips-creating-safe-learning-environment2202.html>



Governing Iowa's Public Universities

<https://www.teacheracademy.eu/blog/project-based-language-learning/>

<https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>

<https://pce.sandiego.edu/backward-design-in-education/>

<https://www.actfl.org/educator-resources/guiding-principles-for-language-learning>

<https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/>

<https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements>

<https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages>

https://archive.carla.umn.edu/assessment/vac/CreateUnit/p_2.html

[Standard 3 - Presentational Communication - At-a-Glance Document \(Category 1-2 Modern Languages\)](#)

https://archive.carla.umn.edu/assessment/vac/Modes/p_3.html

<https://www.the6principles.org/the-principles/>

V. General description of the types of assessments used in the course (e.g., exams, papers, projects, experiential learning):

Exams, projects, experiential learning, presentations, and lesson plans.